COLLEGE OF DESIGN
SYLLABUS COMPONENTS & POLICY STATEMENTS

Your syllabus is the contract you make with your students regarding course content, assignments and timelines, evaluation components and expectations for class participation. It is also used to communicate policy and other information required by the University or College. It is important to make this information available, either through Canvas or printed copies, no later than the first meeting of the term.

Below is a list of components that must be included in a syllabus. Additional elements pertinent to your specific class may also be included. Please note that policy statements (see 14-16 below) must not be altered as they reflect University of Oregon policies.

I. Required Elements of a Syllabus

1. General
   • Course subject code, number & title
   • Course record number (CRN)
   • Number of credits
   • Term and year
   • Schedule (day/time)
   • Classroom location
   • Instructor name and contact information (phone, email, office location & hours, preferred contact method)
   • GE name and contact information (phone, email, office location & hours, preferred contact method)

2. Course Overview
   Course description; overall goal, significance of its content, student audience, how the course relates to other courses in a program of study (required prerequisites, prepares for other courses, satisfies group/major or multicultural requirements).

3. Student Learning Outcomes
   Student Learning Outcomes clearly communicate to students what they will be learning in the course, and are a required component of all syllabi.
   • Learning Outcomes: In a separate, clearly demarcated section, enumerate the skills, abilities, or major concepts a student is expected to take from your course. Ensure that each objective is supported by one or more means of assessing attainment of the skill or ability, as described later in the syllabus. If multiple instructors will teach your course, consider which objectives are likely to be common to each instance and which are specific to your offering, and provide both.

   • Role of discussion sections, laboratories, or other specialized learning opportunities in meeting these educational objectives: Depending on the level of the course, it can be helpful to indicate what students will do in discussion sections, labs, etc. and the relationship of that work to the other elements of the course – particularly how it contributes to the educational objectives of the course as a whole.

4. Textbooks and Reading Materials
List all reading materials, and where students may access them (Duckstore, Library reserves, Canvas)
List course web site, if applicable.

5. Weekly Schedule of Topics and Assignments
Dates of topics, assignments and exams. Example:

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The UO curriculum committee would like to see page numbers (e.g., 8-20) for all readings.

6. Grading Components and Criteria
List of assignments, weight in grading, and how they will be evaluated.
Include a grading rubric describing the expectations for each grade (see examples on the last page).

7. Graduate/Undergraduate differentiation (if applicable)
For 4/500 courses, list clear additional graduate student learning outcomes and assignments, explaining graduate-level work, increased rigor, and graduate-specific grading standards.

8. Role of the GTF
The GTF has professional knowledge, expertise, and experience in (--- topic of the course --) and will provide course information and may provide feedback to students on an individual and group basis. The course instructor will be responsible for final grading and evaluation activities. Please contact the GTF for initial questions and clarification on assignments and activities, if s/he cannot answer your question s/he will contact the instructor for clarification.

For graduate classes only:
If you are concurrently taking any courses with the GTF assigned to this course, please let the instructor know. The GTF will not be involved with any review of assignments for students in this course who are taking other courses concurrently.

9. Attendance and Absence Guidelines
Please clearly describe the expectations for class attendance.

10. Late or missed work policy
Please clearly describe the expectations for submission of assignments, and any penalties for late or missing work.

11. Expected Classroom Behavior
Please clearly describe the expectations for classroom behavior.

12. Other classroom policies
Examples may include technology policy (use of computers, etc. in class); paper format requirements; collaboration policy; recording lectures and / or sharing of notes policies.

13. Course Incomplete Policy
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion.

14. Documented Disability
Include the language below in your syllabus:
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. For more information on Accessible Education Center, please see [http://aec.uoregon.edu](http://aec.uoregon.edu)

15. Mandatory Reporting [note to faculty: You can opt to use the longer or shorter version]

[Larger version]

UO employees, including faculty, staff, and GEs, are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting:

[https://president.uoregon.edu/content/employee-reporting-responsibilities](https://president.uoregon.edu/content/employee-reporting-responsibilities)

[Shorter version]

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16. Academic Misconduct Policy

Include the language below in your syllabus:

All students are subject to the regulations stipulated in the UO Student Conduct Code [http://conduct.uoregon.edu](http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Additional Policy on academic honesty [this is additional information on misconduct - not required]

Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website:

*Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.*

*A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:*
1. One quotes another person’s actual words or replicates all or part of another’s product;
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx

17. In Case of Inclement Weather (not required)

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

II. Items under consideration

Diversity

Include the language below in your syllabus:

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

The College of Design promotes the strengths of our multicultural community through the Equity and Inclusion Committee. For more information about the Equity and Inclusion Committee and other student resources, please see https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/
III. Sample Grading Rubrics

Sample 1:
A – Excellent: exceeds expectations; clear group leader; gives evidence of reflection, critique and insight
B – Good: meets expectations; clear evidence of completing readings and prep work; regular participant in discussions
C – Satisfactory: mostly meets expectations; occasional preparation, some weak participation
D – Inferior: notably lacking preparation; comments may be irrelevant or dispersive, or non-participant
F – Unsatisfactory: frequently and significantly fails to contribute to discussions and group work

Sample 2:
A – Outstanding – Not only fulfilling the requirements, but going far beyond the expectations of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, and strong ability to present these ideas in an organized and analytical manner.
B – Very Good – The student has demonstrated a solid grasp of the material with an ability to examine the material in an organized, critical, and constructive manner. The projects and in-class performance reveal a solid understanding of the issues and related theories or literature.
C – Acceptable – The student has completed all work, and shown a moderate ability to grasp concepts and theories for the class, producing work that, while adequate, is not in any way exceptional. Through projects and class discussions, the student displays a basic familiarity with the relevant literature and techniques.
D – Unacceptable – The student’s work does not meet the requirements, or demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively.
F – Failure – The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance has been inadequate. Failure is often the result of limited effort and poor attendance, that may indicate that the student is not in the proper field of study.

Sample 3:
A+ through A: Exceptional or outstanding work that demonstrates keen insight, original thinking, critical analysis, and full command of the material covered in lectures and readings. An "A" grade reflects students’ ability to clearly and thoughtfully articulate what they have learned in the course.
B+ through B: Good to excellent work that demonstrates strong originality, comprehension, critical thinking, and attention to detail. In addition, a "B" grade reflects students’ ability to clearly articulate what they have learned in the course.
C+ through C: Work that exhibits basic comprehension of the material covered in lectures and readings, and some evidence of critical thinking and attention to detail. A "C" grade reflects students’ ability to adequately articulate what they have learned in the course.
D+ through D: Work that demonstrates minimal comprehension of the material covered in lectures and readings, and little attention to detail. A "D" grade may reflect students’ difficulty in articulating what they have learned in the course.
F: Work that does not demonstrate comprehension of the material covered in lectures and readings. It exhibits consistent problems with comprehension, organization, critical thinking, and supporting details. An "F" grade reflects students’ inability to articulate what they may have learned in the course.